

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 1of 7)**

## **Trajectories - State of Iowa & District**

**The Iowa Trajectory Worksheets that follow show the annual measurable objectives approved by the United States Department of Education for Iowa schools.**

In response to the No Child Left Behind (NCLB) legislation, Iowa was required to set Annual Measurable Objectives (AMO) using trajectories that would require all students to be proficient in both reading and mathematics by the end of the 2013-2014 academic year.

In order to reduce the error in the measurement, the trajectories were established using biennium data. The state trajectories for grades 4, 8, and 11 vary slightly depending upon the starting point of the group.

**Following each trajectory is a table with space to add scores from your school.**

Adequate Yearly Progress (AYP) is the NCLB provision that established a timeline under which schools must raise all students to the proficient level in reading and mathematics within 12 years. This proficiency is established through scores obtained on a common assessment determined by each state. In Iowa this proficiency is determined through student achievement data from ITBS and ITED and the alternate assessment.

Using 2000-2001 and 2001-2002 achievement data, the State established reading and mathematics starting points for each grade level required to be tested.

The state also established a formula to reach 100% proficiency by 2014. Using biennium data, each school and district must meet an Annual Measurable Objective (AMO). If this objective is not met for each subject area and each subgroup of students that must be disaggregated, then a confidence band is applied to determine statistical significance to the percentage of students proficient. If the percentage still falls outside of the confidence band, the safe harbor provision is applied. A school that does not meet AYP for two consecutive years will be identified as a School in Need of Assistance (SINA).

The following pages include these trajectories and worksheets:

The following pages include these trajectories and worksheets:

4<sup>th</sup> grade reading

4<sup>th</sup> grade mathematics

8<sup>th</sup> grade reading

8<sup>th</sup> grade mathematics

11<sup>th</sup> grade reading

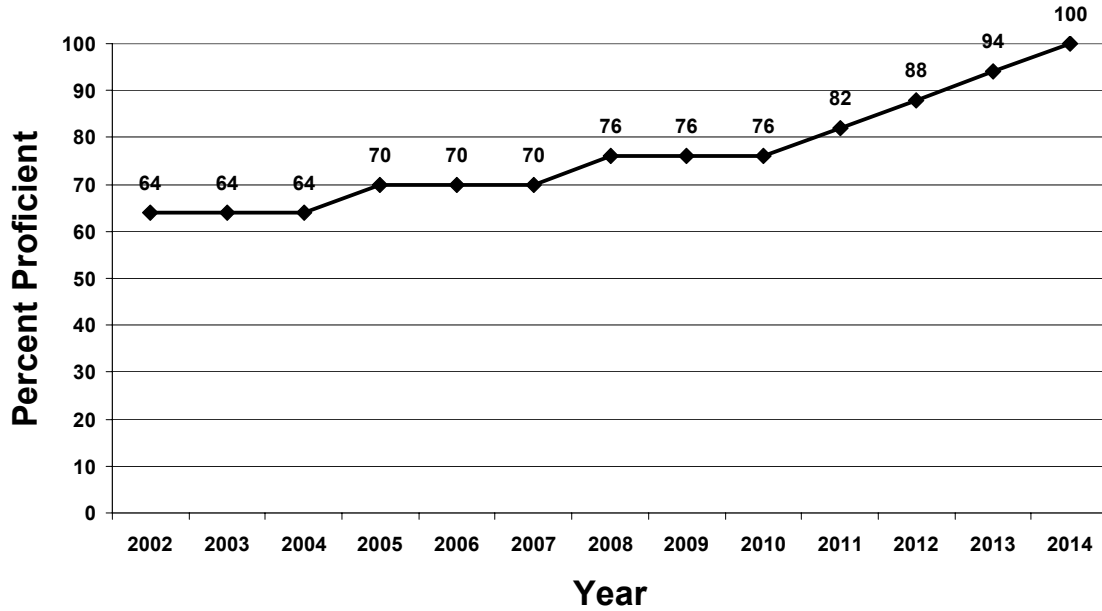
11<sup>th</sup> grade mathematics

This tool was revised October 2004.

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 2 of 7)**

District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Reading Grade 4 Trajectory  
(ITBS Annual Data)**



**Add scores from your school:**

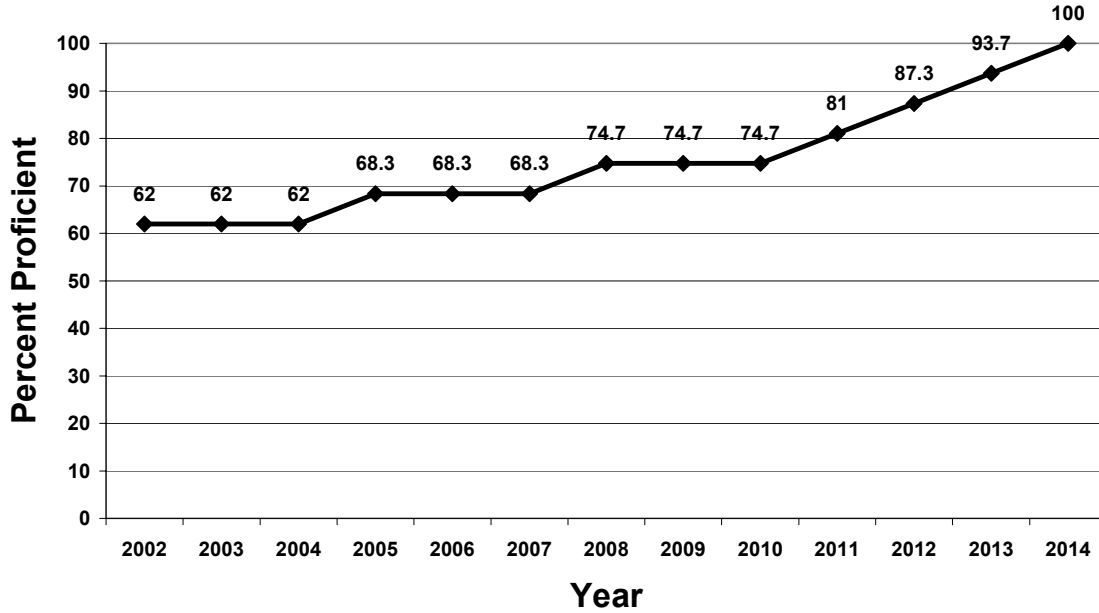
**Grade 4 Percent Proficient in Reading Comprehension in by Subgroup\***

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups:   |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 3 of 7)**

District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Mathematics Grade 4 Trajectory  
(ITBS Annual Data)**



**Add scores from your school:**

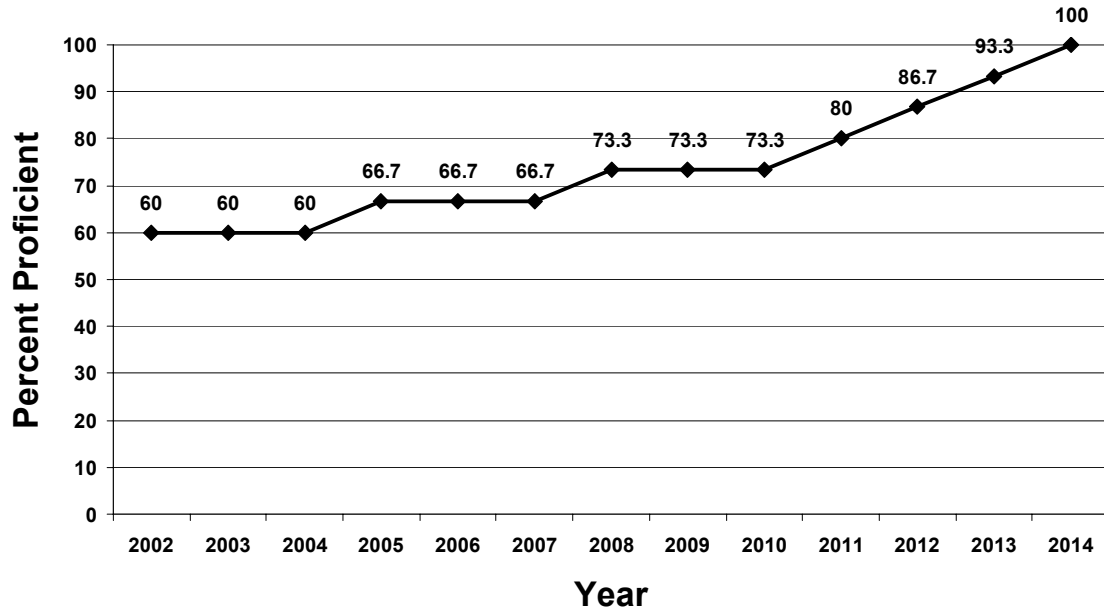
**Grade 4 Percent Proficient in Mathematics by Subgroup**

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups    |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 4 of 7)**

District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Reading Grade 8 Trajectory  
(ITBS Annual Data)**



**Add scores from your school:**

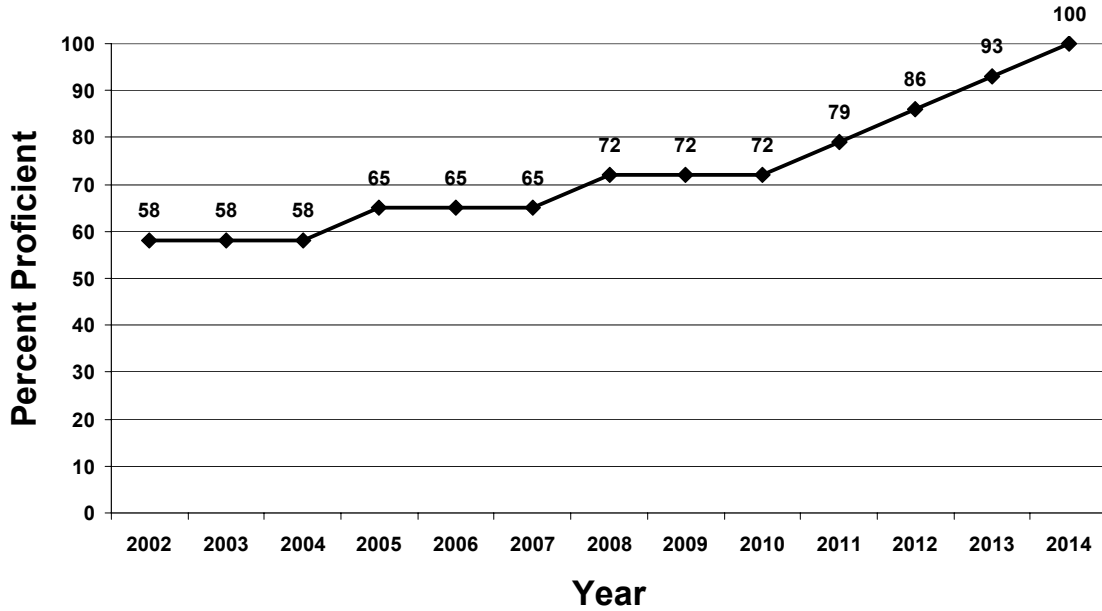
**Grade 8 Percent Proficient in Reading by Subgroup**

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups    |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 5 of 7)**

District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Mathematics Grade 8 Trajectory  
(ITBS Annual Data)**



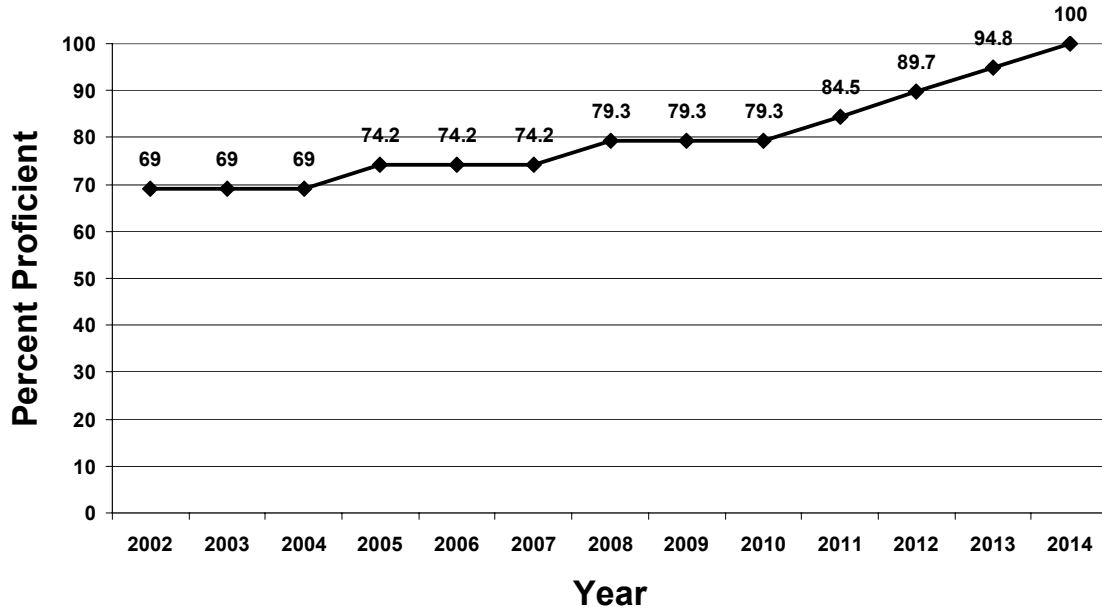
**Add scores from your school:**

**Grade 8 Percent Proficient in Mathematics by Subgroup**

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups    |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 6 of 7)**

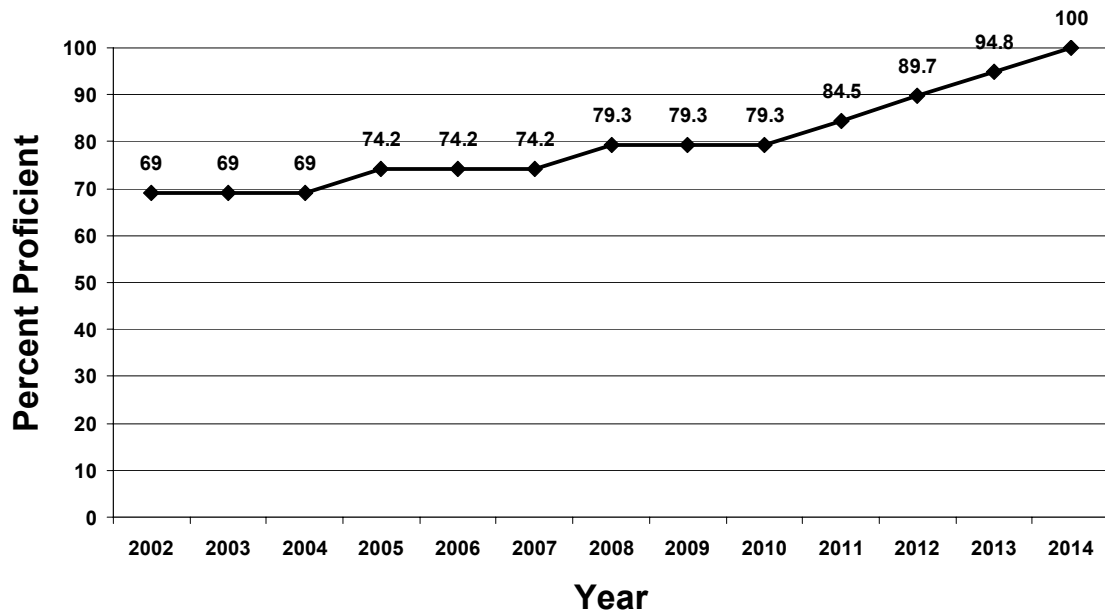
District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Reading Grade 11 Trajectory  
(ITED Annual Data)****Add scores from your school:****Grade 11 Percent Proficient in Reading Comprehension in by Subgroup**

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups    |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |

**Tool 2(goal).1. Trajectories - State of Iowa & District (page 7 of 7)**

District \_\_\_\_\_ School \_\_\_\_\_

**Iowa Mathematics Grade 11 Trajectory  
(ITED Annual Data)****Add scores from your school:****Grade 11 Percent Proficient in Mathematics by Subgroup**

|                            | 2003-2004 | 2004-2005 | Change |
|----------------------------|-----------|-----------|--------|
| All Students               |           |           |        |
| Low SES                    |           |           |        |
| Special Education          |           |           |        |
| Limited English Proficient |           |           |        |
| Racial/Ethnic Subgroups    |           |           |        |
| White                      |           |           |        |
| African American           |           |           |        |
| Asian                      |           |           |        |
| Hispanic                   |           |           |        |
| Native American            |           |           |        |